

IN SUMMARY

Suburban Districts Out

A federal judge in Kansas City, Mo., has removed 11 suburban school districts from the city's desegregation suit. **Story on Page 5.**

Local Career Ladder Approved

Voters in Provo, Utah, have supported a four-step career ladder for teachers but worry about budgetary consequences. **Story on Page 5.**

Legislative Actions

Lawmakers in Idaho and Kentucky enacted a number of education bills during their recent sessions. **Story on Page 6.**

Closing the Promotional Gates

Philadelphia's superintendent of schools has promised to end social promotions but the process is not easy. **Story on Page 7.**

Merit-Pay Plan Criticized

A Florida commission on merit pay has recommended major changes in a plan already in the works. **Story on Page 7.**

A Scandal Spreads

Officials are investigating allegations of child abuse at other preschools in California. **Story on Page 10.**

An Information Gap

Few school officials are informing college-bound athletes of tough new freshman eligibility standards, a study shows. **Story on Page 10.**

Helping Chronically Ill Children

A program in Baltimore offers educators a model for helping children with chronic illnesses keep up in school. **Story on Page 11.**

Shifting Job-Training Priorities

A study of the Job Training Partnership Act says officials are putting less emphasis on younger disadvantaged youths. **Story on Page 12.**

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THE WEEK

FEDERAL

House Approves Budget Resolution For Fiscal 1985

The House last week approved an overall budget plan for fiscal 1985 that, according to lobbyists, "tacitly" assumes a maximum spending limit of \$17 billion for the U. S. Education Department.

The bill, commonly referred to as the first budget resolution, would provide \$29.95 billion in budget authority for the category within the budget that includes education, training, employment, and social-service programs.

Although the report accompanying the bill, H Res 282, does not break down the \$29.95-billion figure into budget subfunctions, the lobbyist said they have been told that it was arrived at by assuming \$17 billion in spending for education programs.

Action on the Senate version of the budget resolution, meanwhile,

remained stalled for a second week as senior Republicans in that chamber continued searching for a way to bring it directly to the floor.

The Republican leaders had hoped to act swiftly on the fiscal 1985 budget plan by attaching it as an amendment to a fiscal 1984 budget reconciliation bill left over from last year. That approach has been blocked by a group of Senate Democrats.

U.S.D.A. Proposes Verification Rule For School Lunches

The Agriculture Department has proposed a rule that would halve the number of applications for free or reduced-price school lunches that districts must verify.

Currently, school officials must verify the income levels and eligibility of 3,000 or 3 percent of the applications, whichever is fewer. Under the proposed rule, the number would drop to 1.5 percent or 1,500 applications, whichever is fewer.

Department officials proposed the change after analyzing the results of preliminary verification studies

conducted in 114 districts during the 1982-83 school year. Those results showed that applications listing income within \$1,200 of the eligibility ceiling are the most likely to be inaccurate. Hence, department officials say, schools can verify fewer applications, but focus the procedure on those who are statistically likely to misreport their income.

The proposed rule would also require families to report the amount and source of income for all adult members. Current rules require only an overall income figure. The preliminary tests showed that this requirement significantly reduced misreporting of income.

Other changes include a requirement that schools notify in writing those households selected for verification; that the schools complete the verification by Nov. 15 of each year; and that food-stamp recipients be allowed to list their case number instead of their income.

The rule is open for public comment until April 30. Comments should be sent to Stanley C. Garnett, branch chief, Policy and Program Development Branch, Child Nutrition Division, Food and Nutrition Service, U.S.D.A., Alexandria, Va. 22302.

NATIONAL

Panel of Experts To Begin Study of Vocational Education

The National Center for Research in Vocational Education has convened a panel of experts representing education, business, and labor, to examine vocational education in the high schools and offer recommendations for improvement.

In an attempt to address what has been called the "unfinished agenda" of the various reports on education, panel members will examine the vocational curriculum as it relates to preparation for work, according to Linda Lott, the center's project director.

In addition, the commission will focus on student access to vocational education, changing job requirements and working conditions, and the coordination of vocational and academic training.

The efforts of the National Commission on Secondary Vocational Education are being sponsored by the U. S. Education Department through its contract with the national center.

The commission, which is chaired by Harry F. Silberman, professor of education at the University of California at Los Angeles, will hold the first of a series of public hearings on April 17 in Columbus, Ohio. The commission also has scheduled hearings in Chicago, Dallas, Denver, Hartford, Los Angeles, Portland, and Washington, D. C.

The commission members are: William Castorena, principal, Alamogordo, N.M.; Jack R. Frymer, professor of education, Ohio State University; Thomas Furtado, United Technologies Inc., Hartford, Conn.; Edwin Herr, professor of education, Pennsylvania State University; Marion W. Holmes, vocational-education director, School District of Philadelphia; Ruth Hughes, professor of home economics, Iowa State University; Mac Irving, vice president, Pitt Industries, Oak, Ala.; Carl McDaniels, professor of education, Virginia Polytechnical Institute and State University; E. D. Peeler, Genesco Inc., Nashville; Allen Phelps, professor of vocational and technical education, University of Illinois; Beatrice Reubens, senior research associate, Columbia University; Larry G. Selland, vocational-education administrator, Idaho Department of Education; and Dorothy Shields, education director, AFL-CIO.

Organizations Form Consortium To Study Policymaking

Five organizations representing officials who make education policy at the state level have formed a consortium intended to provide their members with better information and thus improve the quality of policymaking.

The consortium includes the National Association of State Boards of Education, the National Governors Association, the National Conference of State Legislatures, the Council of Chief State School Officers, and the Education Commission of the States. It is funded for two years with a \$621,386 grant from the National Institute of Education.

The State Education Policy Consortium, as the consortium is officially called, has outlined broad goals: to find ways for the individual organizations to better gauge and meet needs of their members; to reduce redundancy in the information gathering of the organizations; and to foster closer ties between the organizations and the education-re-

search community.

Michael Cohen, who formerly directed research on effective schools at the N.I.E., has been appointed to direct the consortium.

He said it will pay particular attention to ways of improving the state policymakers' understanding in three areas: so-called "excellence issues," such as higher standards for the teaching profession; mathematics and science education; and the educational uses of technology.

The first project of the consortium, he noted, will be a report on where the policymakers get their information and how they use it.

Kentucky Teacher Is Named National Teacher of the Year

Sherleen Sue Sisney, a teacher of history, political science, and economics at Ballard High School in Louisville, Ky., has been named the National Teacher of the Year for 1984. Ms. Sisney was honored at a special White House ceremony, during which President Reagan presented her with a golden apple.

Ms. Sisney is the 33rd teacher to be recognized in the program, which is sponsored by the Council of Chief State School Officers, Encyclopaedia Britannica, and *Good Housekeeping* magazine.

The 37-year-old teacher has taught for 13 years at Ballard High, where she is co-chairman of the social-studies department and teaches 11th-grade advanced American history and 12th-grade economics and political science.

The economics class, one of the most popular at the school, includes

DATABANK

Enrollments in Private Schools, 1970-1982

Nearly 33 percent of all students attending schools in the city of Philadelphia in 1980 were enrolled in private schools, according to a new collection of data from the U.S. Census Bureau. That is the highest such percentage of any major city in the nation, ranking ahead of New York's nearly 24 percent, Chicago's approximately 23 percent, and Los Angeles' 17.5 percent, the Census Bureau reports in the County and City Data Book, 1983.

On a statewide basis, Delaware reported the highest proportion (18.1 percent) of students attending private schools in 1980. Hawaii, Pennsylvania, Louisiana, New York, Rhode Island, and Wisconsin all reported that between 15.5 and 18 percent of their students attended such schools.

Other data from the bureau's Current Population Survey suggest that more than half of all students attending private schools most likely come from families earning less than \$35,000 a year. Those families, the data indicate, spend under \$800 per year on tuition. These statistics are reported in the 104th edition of Statistical Abstract of the United States, 1984.

Private Schools: Enrollment and Tuition by Race, Family Income, Education Level of Head of Household, and Residence: 1982*

	Enrollment (thousands)			Mean tuition (\$)	
	All schools	Private	Church-related	All private	Church-related
Enrolled: Total	41,534	4,151	3,441	1,029	827
Dependent family members	40,902	4,128	3,423	1,028	825
Race¹					
White	33,369	3,726	3,095	1,024	825
Black	6,245	277	220	975	796
Spanish origin ²	3,464	300	264	837	747
Income¹ (\$)					
Less than 7,500	6,121	206	186	666	677
7,500 to 14,999	8,133	499	447	778	690
15,000 to 24,999	9,749	976	820	852	787
25,000 to 34,999	7,380	996	855	905	742
35,000 to 49,999	4,755	629	522	1,063	873
Education^{1,3}					
50,000 to 74,999	2,072	344	270	1,573	1,156
75,000 and over	715	221	142	2,106	1,374
Not reported	1,978	256	182	1,100	775
Education^{1,3}					
Elementary: 0-8 years	5,032	202	166	NA	NA
High School:					
1-3 years	5,811	326	279	NA	NA
4 years or more	14,875	1,340	1,151	NA	NA
Residence⁴					
Northeast	8,774	1,171	985	1,063	783
North Central	10,743	1,260	1,145	766	691
South	13,782	1,026	740	1,209	993
West	8,235	693	570	1,154	942

*Civilian, noninstitutional population, as of October.

¹ Dependent family members.

² Persons of Spanish origin may be of any race.

³ Education of head of household.

⁴ Total enrolled.

Source: U.S. Bureau of the Census, Current Population Survey unpublished data.

Private Elementary and High School Enrollment by State*: 1970, 1980

State	Per- cent 1970	Per- cent 1980	State	Per- cent 1970	Per- cent 1980
Alabama	5.9	10.4	Montana	7.3	4.1
Alaska	2.9	3.2	Nebraska	13.3	10.5
Arizona	8.0	6.6	Nevada	3.6	4.6
Arkansas	4.0	5.4	New Hampshire	16.0	10.0
California	8.1	10.7	New Jersey	17.7	14.7
Colorado	7.1	6.4	New Mexico	5.8	6.3
Connecticut	14.2	12.7	New York	18.3	15.9
Delaware	12.8	18.1	North Carolina	4.1	5.6
District of Columbia	11.4	15.8	North Dakota	8.0	7.1
Florida	9.5	12.1	O. io	13.0	12.2
Georgia	5.0	8.8	Oklahoma	2.9	4.2
Hawaii	11.4	16.8	Oregon	7.5	7.8
Idaho	5.0	3.5	Pennsylvania	18.6	16.9
Illinois	16.4	14.5	Rhode Island	19.0	15.6
Indiana	9.4	8.8	South Carolina	5.1	9.3
Iowa	10.0	9.3	South Dakota	6.4	6.2
Kansas	7.2	7.4	Tennessee	5.4	8.3
Kentucky	10.0	9.5	Texas	6.3	5.9
Louisiana	15.0	16.7	Utah	2.0	2.2
Maine	5.9	5.2	Vermont	10.4	6.8
Maryland	12.8	12.8	Virginia	6.8	7.4
Massachusetts	16.8	11.2	Washington	6.1	6.9
Michigan	12.1	10.2	West Virginia	4.4	3.9
Minnesota	11.7	10.0	Wisconsin	17.2	15.5
Mississippi	7.2	11.8	Wyoming	3.4	2.7
Missouri	12.8	12.7			

*Includes kindergarten.

Source: U.S. Census Bureau, County and City Data Book, 1972, 1983.

Private Schools By Level and Affiliation: 1976 to 1980*

	All private schools			No affiliation			Total			Religious affiliation		
	1976	1978	1980 ¹	1976	1978	1980 ¹	1976	1978	1980 ¹	1976	1978	1980 ¹
Total:												
Schools	20,061	19,663	20,764	4,171	3,344	4,722	15,910	15,719	16,042	9,966	9,849	9,509
Pupils (1,000)	5,167	5,084	4,962	750	747	795	4,409	4,336	4,166	3,423	3,270	3,138
Teachers ² (1,000)	269	273	277	62	63	70	207	209	207	146	143	144
Pupil/teacher ratio	19.2	18.6	17.9	12.2	11.9	11.4	21.3	20.8	20.1	23.4	22.9	21.8
Elementary ³ :												
Schools	12,965	12,749	13,333	1,476	1,384	1,678	11,489	11,365	11,655	8,092	8,020	7,783
Pupils (1,000)	3,061	2,989	2,902	184	184	211	2,886	2,804	2,691	2,464	2,342	2,241
Teachers ² (1,000)	133	133	133	14	14	15	119	119	117	95	93	92
Pupil/teacher ratio	23.2	22.5	21.8	13.1	13.1	14.1	24.3	23.6	23.0	25.9	25.2	24.4
Secondary:												
Schools	2,484	2,418	2,219	473	445	419	2,011	1,973	1,800	1,552	1,518	1,410
Pupils (1,000)	1,080	1,068	1,004	97	100	95	983	966	909	682	657	625
Teachers ² (1,000)	62	63	62	9	9	9	53	53	53	46	45	46
Pupil/teacher ratio	17.4	17.0	16.2	10.8	11.1	10.6	18.5	18.3	17.2	19.2	19.0	17.9
Combined:												
Schools	3,420	3,346	3,459	1,276	1,219	1,212	2,144	2,129	2,247	140	135	149
Pupils (1,000)	905	937	929	401	396	392	504	540	537	56	53	56
Teachers ² (1,000)	61	64	65	30	31	32	31	34	33	3	3	3
Pupil/teacher ratio	14.8	14.6	14.3	13.4	12.8	12.3	16.3	15.9	16.3	19.3	17.7	18.7
Other ⁴ :												
Schools	1,212	1,148	1,753	946	896	1,413	266	252	340	182	176	167
Pupils (1,000)	101	90	126	76	66	98	25	24	28	19	18	16
Teachers ² (1,000)	12	13	18	8	10	14	3	3	3	2	2	2
Pupil/teacher ratio	8.4	6.9	7.0	8.4	6.6	7.0	8.3	8.0	9.3	9.5	9.0	8.0

*As of fall. Elementary includes any combination of grades from prekindergarten through 8. Secondary includes any combination of grades from 7 through 12. Combined must include at least one grade below grade 7 and one above grade 8.

¹ Revised data from the U.S.C.B. 1980-81 private, elementary, and secondary school survey.

² Full-time equivalent teachers.

³ Includes middle schools.

⁴ Includes special education, vocational/technical, and alternative schools regardless of grade span.

Source: U.S. National Center for Education Statistics, Private Schools in American Education, and unpublished data.



BARBARA HADLEY

Private Elementary and High School Enrollment by City*: 1970, 1980

Cities ranked by population as of April 1, 1980	Per- cent 1970	Per- cent 1980	Cities ranked by population as of April 1, 1980	Per- cent 1970	Per- cent 1980
1. New York	25.2	23.83	39. Buffalo	29.2	25.23
2. Chicago	24.5	22.60	40. Toledo, Ohio	21.3	23.10
3. Los Angeles	12.6	17.57	41. Miami	13.9	18.31
4. Philadelphia	34.3	32.85	42. Austin, Tex.	7.2	8.11
5. Houston	7.7	9.64	43. Oakland, Calif.	12.1	14.39
6. Detroit	18.0	16.45	44. Albuquerque, N.M.	9.1	9.88
7. Dallas	10.6	12.33	45. Tucson, Ariz.	8.7	7.78
8. San Diego	7.7	10.06	46. Newark	13.0	12.94
9. Phoenix	10.7	8.31	47. Charlotte, N.C.	8.0	11.75
10. Baltimore	13.9	14.70	48. Omaha	22.8	20.36
11. San Antonio	13.2	9.81	49. Louisville, Ky.	20.3	22.37
12. Indianapolis	11.9	13.31	50. Birmingham, Ala.	7.2	10.98
13. San Francisco	21.8	29.79	51. Wichita, Kan.	9.4	13.76
14. Memphis	9.5	18.86	52. Sacramento, Calif.	8.9	11.68
15. Washington	11.4	15.84	53. Tampa, Fla.	13.5	13.65
16. Milwaukee	22.7	24.25	54. St. Paul, Minn.	30.9	29.76
17. San Jose, Calif.	5.0	8.12	55. Norfolk, Va.	13.3	14.91
18. Cleveland	17.1	21.33	56. Virginia Beach, Va.	9.2	7.35
19. Columbus, Ohio	11.7	13.52	57. Rochester, N.Y.	26.2	19.34
20. Boston	26.1	27.74	58. St. Petersburg, Fla.	11.7	14.82
21. New Orleans	25.6	27.44	59. Akron, Ohio	13.5	12.04
22. Jacksonville, Fla.	9.7	14.32	60. Corpus Christi, Tex.	7.7	9.48
23. Seattle	13.3	19.37	61. Jersey City	33.2	29.24
24. Denver	14.8	16.06	62. Baton Rouge, La.	13.9	16.07
25. Nashville-Davidson	10.5	14.88	63. Anaheim, Calif.	9.0	9.12
26. St. Louis	20.3	24.26	64. Richmond	6.8	13.96
27. Kansas City, Mo.	12.7	16.54	65. Fresno, Calif.	3.3	6.56
28. El Paso	5.2	5.07	66. Colorado Springs	6.9	7.20
29. Atlanta	7.1	10.35	67. Shreveport, La.	9.3	15.64
30. Pittsburgh	33.3	29.69	68. Lexington-Fayette, Ky.	6.0	11.73
31. Oklahoma City	5.3	9.47	69. Santa Ana, Calif.	9.4	9.66
32. Cincinnati	20.7	21.78	70. Dayton, Ohio	12.7	11.84
33. Fort Worth	6.2	9.65	71. Jackson, Miss.	12.1	21.25
34. Minneapolis	17.4	16.78	72. Mobile, Ala.	20.3	27.26
35. Portland, Ore.	13.0	13.71	73. Yonkers	29.2	30.39
36. Honolulu	16.6	22.81	74. Des Moines	8.5	10.90
37. Long Beach, Calif.	9.1	9.46	75. Grand Rapids, Mich.	29.5	23.68
38. Tulsa, Okla.	5.8	9.26			

*Includes kindergarten.

Source: U.S. Census Bureau, County and City Data Book, 1972, 1983.

STANDING TALL

Four years after it was founded—in a vacant elementary school in Richmond, Va.—Franklin Military School, the nation's first experimental all-military public school, is graduating its first class this spring.

See Page 9.

'SMARTENING UP'

Concerned over the "dumbing down" of textbooks, educators and publishers are working to develop a plan that would upgrade the quality of instructional materials and improve the procedures for selecting them.

See Page 6.

AIMING HIGH

Calling on educators to "seize the initiative," California's chief state school officer has proposed a multimillion-dollar plan to recognize and reward individual schools that aim for and achieve higher academic standards.

See Pages 5 and 24.

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Apple Has Half of Market

Number of Computers in Schools Doubles

By Thomas Toch

Microcomputers were added to thousands of public-school classrooms during the past year, according to a new survey.

The number of the nation's 81,506 elementary and secondary schools using at least one microcomputer for instruction more than doubled from 24,690 (30 percent) in the fall of 1982 to 55,765 (68 percent) in the fall of 1983, according to a survey by Market Data Retrieval, a private marketing research firm.

The firm estimates in its report, "Microcomputers in Schools, 1983-84," that there are a total of 325,000 computers distributed among the 55,765 school buildings using computers. That figure, according to the report, represents one computer for each 125 of the 40.6-million students enrolled in the public schools and one computer for each 92

students in the schools that reported having at least one computer.

On average, there are 5.8 microcomputers in each school that reported using them, according to the survey.

Apple Brand Dominant

The survey, the third in a series, was based on telephone calls to all school districts during the summer of 1983 and on 20,000 responses to a follow-up mail survey last fall.

Based on the data collected, the company estimates that Apple computers represent half of the total number of microcomputers in the schools, while Radio Shack has 21 percent of the market; Commodore 15 percent; and Atari, Texas Instruments, and International Business Machines together less than 10 percent.

Continued on Page 14



BARBARA HADLEY

The proportion of elementary schools using computers in instruction grew from 11 percent in 1981 to 62 percent in 1983.

Youths Reading Less, Adults Read More, New Survey Finds

By Anne Bridgman

WASHINGTON—Young people are reading less than they did five years ago, a study of reading and book-buying habits released last week by the Library of Congress has found.

At the same time, more adults are buying and reading books than were doing so five years ago, a "healthy" situation, according to the researchers.

One way to encourage children to read more is to encourage parents to read more, those who conducted the study also said. They further noted a connection between schools and reading: More than half of the books read by the young people who are reading were obtained at school libraries.

The study, "The Consumer Research Study on Reading and Book Purchasing," was commissioned last year by the Book Industry Study Group, a nonprofit group of publishers, librarians, manufacturers, and others associated with the publishing field. It updates a similar study sponsored by the group in 1978.

Conducted by Market Facts Inc. and analyzed by Research and Forecasts Inc., both of which are New York-based firms, the study questioned a representative sample of 1,961 people, including 1,429 adults aged

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States' Teacher-Incentive Plans Are Hitting Snags

By Thomas Toch

In the wake of last year's reports on schooling, a number of states—including Florida, California, Illinois, and Arkansas—moved rapidly to bolster their teaching ranks. In most cases, they established programs to toughen the evaluation of teachers and reward the best ones.

But now, as the plans are moved off the drawing boards, they are proving to be contentious and difficult to implement. Some of the difficulties are suggested by recent de-

velopments in several states:

Florida. To be eligible to apply to the state's new incentive-pay plan, which will offer two promotions within four years and raise salaries by up to \$5,000 a year, teachers must pass an examination in their subject area.

But last week, officials in the Florida State Department of Education said that they had been able to find reliable examinations in only six of the 48 subjects the state licenses teachers in.

Roger M. Nichols, deputy commissioner

of education, said, "We don't know what we're going to do" about the lack of reliable tests. Gov. Robert Graham, who shepherded the pay-incentive through the state legislature last year, has called a meeting of his cabinet—which also acts as the state board of education—on April 19 to discuss the issue.

Meanwhile, the Governor last week moved the deadline by which teachers must apply to the program from April 2 to April 20 because an ambiguity in the wording of the application form needed to be corrected. The first participants in the program are to be named next fall.

A Gallup poll released earlier this month indicates that 76 percent of Florida's teachers oppose merit pay. But according to state officials, more than 27,000 of Florida's 90,000 teachers have applied for the pay-incentive program, 10,000 more than the state had expected.

"We know they need the money. That's why we didn't ask them to boycott the program, even though it is not going to pick out the best teachers," said Sam Rosales, head of the independent union that represents teachers in the Tampa area.

However, the 4,000-member Pinellas Classroom Teachers Association—an affiliate of the National Education Association—is boycotting the plan. Thus far, only about 10 percent of the teachers in Pin-

Continued on Page 15

Higher Standards Linked to Dropout Increase

By Sheppard Ranbom

The Louisiana State Board of Elementary and Secondary Education will meet later this month to consider formal adoption of the new graduation standards it tentatively approved in late January. The standards mirror those proposed by the National Commission on Excellence in Education.

Last week, however, Louisiana's governor, Edwin W. Edwards, proposed his own 60-point school-reform plan, which urges state education leaders to consider, among other things, that higher graduation standards may force many students to drop out of school. The cautionary note, said an aide,

stems from the Governor's concern that "dropping the hammer immediately" might exacerbate the academic problems of marginal students.

The Governor's plan includes recommendations that "advanced courses should be phased in over a period of time" but that "an appropriate alternative curriculum for students who are not college-bound should be developed by improving vocational-education options at the high-school level," said Mona Davis, the Governor's education advisor.

"We are concerned that the graduation requirements set an unrealistic level for

Continued on Page 17

IN SUMMARY

'These Kids Can't Wait'

The judge in a landmark special-education case charges that educators are failing to provide trained teachers. **Story on Page 5.**

A 'School-Merit' Plan in California

The state's superintendent of public instruction proposes to reward schools for raising performance in several areas. **Story on Page 5.**

Joint Authorship

Textbook publishers and educators have agreed on a plan to upgrade the quality of instructional materials. **Story on Page 6.**

Focusing on 'True Literacy'

English teachers warn against stressing basic skills at the expense of writing, literature, and languages. **Story on Page 6.**

Restructuring Vocational Education

An Ohio citizens' group is urging the state to place more emphasis on academics and on relationships with employers. **Story on Page 8.**

Aiming for Excellence

Maryland, Nebraska, and Wisconsin conclude legislative sessions with action on major education bills. **Story on Page 10.**

Free Lunches

More students are getting free lunches now than in 1979, but fewer are participating in the School Lunch Program. **Story on Page 11.**

Misspent Funds?

The Education Department has asked PUSH-EXCEL to return \$700,000 in federal funds that it says were improperly used. **Story on Page 11.**

Indian Schools

American Indian leaders are pushing for legislation to forestall the closing of their schools. **Story on Page 12.**

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THE WEEK

FEDERAL

Justice Department To Create Center For Missing Children

President Reagan last week announced that the Justice Department will provide \$3.3 million for the creation of a National Center for Missing and Exploited Children.

The center, which is being developed by the Justice Department's office of juvenile justice and delinquency prevention, will help educate parents on how to prevent abductions and runaways, assist parents of missing children, and provide technical assistance to local law-enforcement agencies in their efforts to locate missing chil-

dren, Mr. Reagan said.

President Reagan announced the grant during an April 5 speech before the New York State Federation of Catholic School Parents. (See page 12 for excerpts.) Justice Department officials, who declined to comment on the center, said they plan to make further information available next week.

Pay-Equity Bills Are Introduced In the Congress

The concept of "pay equity," or the comparable worth of various jobs, would be advanced in the federal government and the private sector under two bills introduced recently by Representative Mary Rose Oakar, Democrat of Ohio.

The pay-equity act of 1984 would require the Labor Department, the

Justice Department, and the Equal Employment Opportunity Commission to report to the President and the Congress on their actions in the field of pay equity, said Cathy Straggas, a spokesman with the House Compensation and Employee Benefits Subcommittee. The bill would also require that the E.E.O.C. provide information to private-sector employers on the evaluation and equitable compensation of jobs.

The second bill—the federal employee pay-equity act—would require that the Office of Personnel Management conduct a study of the federal employee system to evaluate its equity, Ms. Straggas said.

Earlier this month, at hearings on the bills, relatives of the Democratic Presidential candidates praised their candidates' dedication to equal pay for women. Phyllis Schlafly, founder of the Eagle Forum, testified that the comparable-worth concept is unfair to the traditional family.

NATIONAL

Increased Courses In Science and Math Will Not End 'Crisis'

Raising requirements in science and mathematics will exacerbate the already serious shortage of qualified teachers in these fields, and, because many teachers remain unqualified, will not result in improved learning, an analysis of the status of science education suggests.

In a report presented at the annual meeting of the National Science Teachers Association, held this month in Boston, Bill G. Aldridge and Karen L. Johnston analyzed the factors contributing to the widely reported "crisis" in science and mathematics education. Mr. Aldridge is the executive director of the N.S.T.A. and Ms. Johnston is a researcher at the University of North Carolina.

One of the most common responses on the part of states to the inadequacies in schools' science offerings has been to increase the number of required courses. Twenty states have done so to date, and 20 more are considering doing so, Mr. Aldridge and Ms. Johnston said.

One effect of those actions will be to decrease the number of elective courses that students may take, thus reducing the need for teachers for those classes. Schools most likely will reassign the teachers of the electives to science and mathematics positions for which they are unqualified, the speakers said.

"Even though students may be acquiring credits in science and math, what will they be learning?" Mr. Aldridge and Ms. Johnston asked. "As long as science and math teaching slots are filled with unqualified teachers, increasing the course requirements is futile."

Currently, about 30 percent of all

secondary science and mathematics teachers are "completely unqualified or severely underqualified to teach those subjects," the authors stated.

The practice of reassigning teachers from other disciplines to science and mathematics has also influenced the supply of college graduates in science and mathematics education. Because the slots are filled, in many instances with unqualified teachers, there are few jobs for the qualified teachers. The absence of jobs, Mr. Aldridge and Ms. Johnston argued, has deterred students who want to enter the field.

Education Agencies Awarded Grants for Pregnant Youths

The Council of Chief State School Officers last week awarded \$500 coordination grants to seven state education agencies to support projects aimed at aiding pregnant teenagers and those who have children.

The grants, which were made possible through a grant to the council's resource center from the Carnegie Corporation of New York, were

awarded to state education agencies in Delaware, the District of Columbia, Maryland, New Jersey, New York, Pennsylvania, and West Virginia.

In January, agency representatives and officials from state health and social-services groups met to discuss the special problems of educating and providing support services to pregnant teen-agers and teen-agers with children. (See Education Week, Feb. 8, 1984.)

At the conference, which was sponsored by the council and the National Association of State Boards of Education, education agency representatives were invited to apply for the grants by submitting inter-agency plans for cooperatively addressing the needs of pregnant adolescents and youths raising children.

The state agencies can use the funds to develop new programs or to supplement existing programs. In New Jersey, for example, the funds will be used to raise public awareness of the problems that face such youths and of the services that are available to them through local and state agencies, according to a spokesman for the council.

STATES

Wyoming Teachers Urge Ban on Jobs During School Hours

Delegates to the 52nd annual Wyoming Education Assembly have unanimously approved a resolution asking the state to prohibit public-school students from holding jobs that require them to work during the school day, except in the context of the school curriculum.

"A student's performance in

school must take precedence over a job outside school," the 163 teachers who constitute the assembly agreed.

The delegate's reform package, entitled "Time To Teach—Time To Learn," included nine other recommendations. Among them were: the convening of a statewide conference on absenteeism and truancy; the enactment of a Wyoming collective-bargaining law; further equalization of school funding by the legislature; and the use of flexible teacher scheduling, according to Deborah K. Lee, communications officer for the Wyoming Education Association.

The teachers also asked that the state fund "educational excellence grants" that would allow up to 5 per-

Number of Microcomputers in Schools Doubled, Survey Finds

Continued from Page 1

According to the survey, Commodore computers are more likely to be used in affluent and suburban school systems, while Radio Shack brands are more likely to be found in poor and rural ones.

In a separate survey conducted during the 1982-83 school year, Market Data Retrieval found that computers are less commonly used for instruction in nonpublic schools than in public schools. Of the 9,416 Catholic schools in the United States, 23 percent reported using microcomputers for that purpose, compared with 26 percent of the non-Catholic private schools.

Differences Between States

The survey found wide disparities

between the states in the use of computers in the classroom.

California, the largest state, has the largest number of computers in its schools—28,026.

Minnesota has the highest proportion of its schools using microcomputers (92.8 percent), followed by Oregon (92.4 percent), and Colorado (87.3 percent). Hawaii is the state with the smallest proportion of its schools using microcomputers (26.6 percent), followed by Mississippi (35.2 percent) and Alabama (42.3 percent).

Variations by School Type

In South Dakota, there is one computer for every 42.9 students, according to the survey, the lowest ratio of any state. The District of Columbia has a ratio of 54 to 1 and

Montana has a ratio of 54.4 to 1. Hawaii has the highest ratio, 264.4 to 1, followed by South Carolina (162.8 to 1) and Alabama (157.1 to 1).

The survey also found variations in the use of computers among different types of schools, though the use of computers is increasing in all schools.

High schools, according to the survey results, have an average of 10.6 computers, while elementary schools have an average of 3.6. Similarly, elementary schools have an average of one computer for each 113 students, compared with one for each 91 students in junior high schools and one for each 75 students in high schools.

Computer 'Gap' Closing

Nonetheless, the proportion of elementary schools using computers has increased from 11 percent in 1981 to 62 percent in 1983, a much greater rate of increase than at the high-school level, where the number of schools using computers for instruction increased from 47 percent to 86 percent during the same period.

The survey also suggests that the much-discussed "computer gap" between affluent and poor schools is closing.

The proportion of "affluent" schools with computers rose from 30 percent in 1981 to 83 percent in 1983, while the proportion of "poor" schools with computers rose from 12 percent to 53 percent over the same period, a rate twice that of affluent schools.

The survey defines as "affluent" those schools with fewer than 5 percent of their students from families living below the federal poverty level; "poor" schools are those with 25 percent or more students below the poverty level.

Also, the proportion of often-affluent suburban schools using computers (75 percent) was not dramatically higher than that of the frequently less-affluent schools in rural (65 percent) and urban (67 percent) areas.

However, affluent schools were found by the survey to have an average of 7.2 computers, compared with 4.1 for poor ones.

In their survey, officials of Market

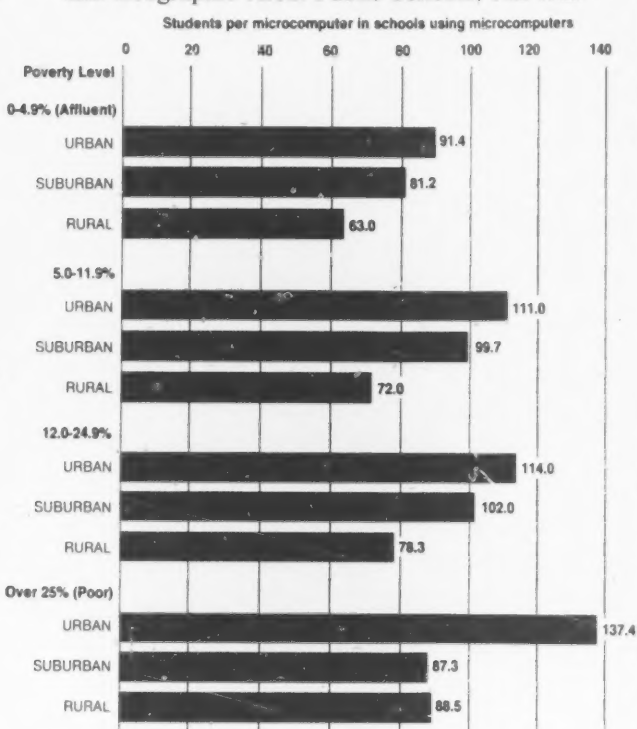
Data Retrieval attribute the surge in the number of computers being used in the schools to a number of factors, including collaborative efforts by states and computer manufacturers to reduce the cost of computers to schools, the availability of federal block-grant funds to purchase computers, the creation of statewide instructional programs that utilize computers, and a belief that "the computer is a powerful tool that will increase the productivity of either learning or teaching."

Pressure to Offer Instruction

"No doubt," they add, "many parents and students have put local boards of education under pressure to offer instruction with computers."

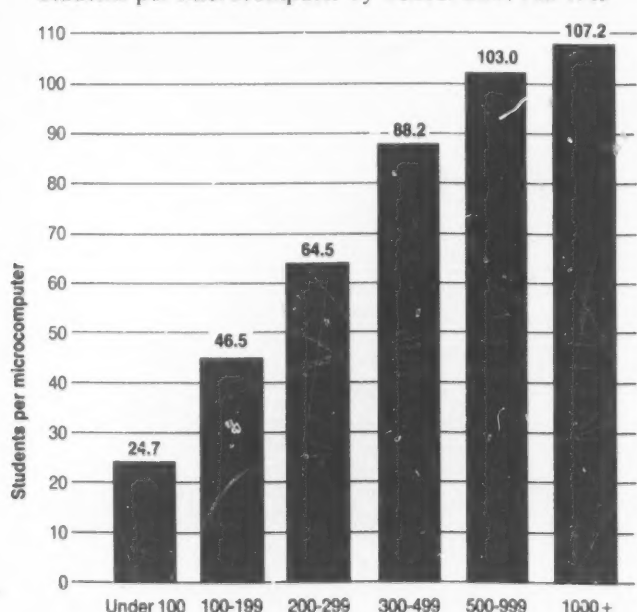
In a recent survey conducted by the National Association of Secondary School Principals, some 1,000 teen-agers from different parts of the country ranked computer courses only slightly behind mathematics and English courses in importance. One in six of the students said they hoped to have a computer-related job.

Number of Students to One Computer, by Poverty Level and Geographic Area: Public Schools, Fall 1983



NOTE: Percentages reflect the proportion of students in schools from families living below the federal poverty level.

Students per Microcomputer by School Size, Fall 1983



Percent of Public Schools Using Microcomputers And Number of Students per Computer In Schools With Computers, Fall 1983

Rank	State	Percent	Elementary	Junior High	Senior High	K-12
1	Minnesota	92.8	67.2	65.7	46.2	45.6
2	Oregon	92.4	83.0	64.7	68.0	54.7
3	Colorado	87.3	79.7	80.5	65.7	37.5
4	Utah	85.7	130.9	103.1	41.0	34.3
5	Iowa	83.7	96.5	58.4	51.6	57.6
6	California	82.9	161.7	109.2	92.3	79.6
7	Indiana	80.3	95.5	88.6	71.6	76.8
8	Wyoming	80.1	74.9	59.8	36.4	31.5
9	New Hampshire	79.2	87.3	117.2	87.1	128.4
10	New York	78.7	100.1	85.4	92.9	58.4
11	Michigan	78.4	104.1	85.9	77.4	76.4
12	Delaware	77.9	129.7	91.9	71.8	81.7
13	Washington	77.4	89.1	70.7	57.2	22.7
14	Wisconsin	76.7	99.6	82.4	57.7	59.5
15	Connecticut	75.4	93.4	76.0	71.7	NA
16	Montana	74.9	69.8	64.3	39.5	41.6
17	New Jersey	74.3	71.0	57.5	69.3	NA
18	North Dakota	74.0	116.6	55.7	50.0	56.5
19	North Carolina	72.9	204.7	137.1	97.3	103.6
20	Virginia	71.6	168.5	105.5	112.6	63.3
21	Massachusetts	71.2	88.6	86.4	70.9	NA
22	Kansas	71.1	90.0	61.9	44.5	41.5
23	Illinois	68.5	116.1	77.9	63.4	82.2
24	Florida	68.2	108.1	103.9	75.6	143.6
25	Rhode Island	67.0	150.4	161.6	69.8	28.0
26	Idaho	66.0	99.7	101.4	63.7	39.8
27	Vermont	65.1	76.1	51.5	74.9	56.2
28	South Dakota	65.0	52.7	87.9	33.0	33.2
29	Maine	64.5	96.4	110.3	82.5	64.8
30	Ohio	64.2	131.7	88.8	86.8	94.4
31	Arizona	64.0	78.6	50.1	77.4	16.3
32	West Virginia	61.5	133.3	74.0	78.7	170.9
33	Tennessee	61.2	163.0	134.3	94.0	146.6
34	District of Columbia	61.1	48.6	60.4	95.1	NA
35	Maryland	59.7	202.4	167.8	119.7	144.6
36	Pennsylvania	59.6	112.0	66.2	68.4	89.9
37	New Mexico	58.9	111.4	119.4	69.6	36.3
38	Texas	57.6	89.6	95.2	86.4	53.5
39	South Carolina	57.3	189.4	223.7	139.5	82.3
40	Arkansas	56.2	87.4	103.0	60.0	88.8
41	Oklahoma	55.8	100.8	97.0	48.8	64.1
42	Missouri	55.6	118.3	95.0	76.8	100.1
43	Nebraska	55.3	95.1	89.4	48.8	59.7
44	Kentucky	55.1	130.4	157.8	72.9	105.8
45	Georgia	54.9	196.9	172.3	123.5	202.3
46	Nevada	50.2	134.5	57.5	95.5	74.5
47	Alaska	46.5	208.9	199.3	63.4	113.0
48	Louisiana	45.4	192.1	146.5	103.9	138.8
49	Alabama	42.3	158.1	187.0	158.1	260.8
50	Mississippi	36.2	197.8	103.4	105.3	343.3
51	Hawaii	26.6	222.6	356.6	258.5	616.8
	U.S. Total	68.4	112.4	92.4	76.6	69.3

NA: Not Applicable

Forecasted Microcomputer Distribution by Brand, Fall 1983

Brand	Number of buildings	Number of computers	Market penetration by building*	Market penetration by number of computers
Apple	37,420	160,500	67.1%	49.4%
Radio Shack	13,270	68,200	23.8	21.0
Commodore	8,750	49,500	15.7	15.2
Atari	2,230	9,400	4.0	2.9
Texas Instruments	1,900	6,500	3.4	2.0
I.B.M.	1,170	8,800	2.1	2.7
Other/Unknown brand	4,800	22,100	8.6	6.8

* Total more than 100% because many buildings contain more than one brand.

Source: Market Data Retrieval, *Microcomputers in Schools, 1983-84*.